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ABSTRACT

Designed to assist American Indian youth in the school selection process, this directory of American Indian secondary and post secondary educational opportunities details programs and philosophies for five institutions. Specifically, this directory presents the following: (1) Post-High School Education and Training Programs Offered by the Bureau of Indian Affairs; (2) Haskell Indian Junior College (introduction, fact sheet, philosophy, flow chart and explanation, approved courses for employment assistance grants, and higher education grants); (3) Institute of American Indian Arts (philosophy, objectives, program, special financial assistance, flow chart and explanation, programs after completion of postgraduate study, fact sheet, major services to Indians, facilities, and locale); (4) Southwestern Indian Polytechnic Institute (philosophy, flow chart, and explanation of flow chart); (5) Chilocco Indian School (history and purpose, philosophy, objectives, flow chart and explanation, and program); (6) Appendix (employment assistance grants and services, veterans' benefits, and application form). (JC)

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Higher Education Opportunities for American Indians

STERN INDIAN POLYTECHNIC INSTIT

INSTITUTE OF AMERICAN INDIAN ARTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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HASKELL INDIAN JUNIOR COLLEGE

CHILOCCO INDIAN SCHOOL

HIGHER EDUCATION OPPORTUNITIES FOR AMERICAN INDIANS

A consortium
of

Haskell Indian Junior College
Lawrence, Kansas

Institute of American Indian Arts
Santa Fe, New Mexico

Southwestern Indian Polytechnic Institute
Albuquerque, New Mexico

Chilocco Indian School
Chilocco, Oklahoma

January, 1971
Office of Education, Bureau of Indian Affairs
U. S. Department of the Interior

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Post High School Education and Training Program Offered by the Bureau of Indian Affairs

Modern technology has created a vastly changing need in job skills and educational preparation for today's youth. Changes and requirements in this regard are significant quantitatively and qualitatively. Factors of increased leisure time, a youth oriented, specialized and impersonalized society are salient features in this consideration.

Skills and general education preparation are complex and fast changing for all American youth; for the young American Indian these facts are more complex and intricate. This comment is based on the following factors giving rise to needs found among Indian students:

1. *Current movements to identify with Indian cultural heritage and values often characterized by intra-personal and inter-cultural conflict.*
2. *Renewal of awareness in tribal cultural heritage.*
3. *Increased activities in tribal economic development programs.*
4. *Particular need to understand the dynamics of a pluralistic society so that the student can make individual choices, intelligently, in realizing personal and occupation potentials.*

To meet anticipated contingencies of post-high school education and occupational training programs for American Indian youth, the Bureau of Indian Affairs supports a postgraduate education system consisting of Southwestern Indian Polytechnic Institute, Haskell Indian Junior College, Chilocco Indian School, and the Institute of American Indian Arts.

This system may be viewed as a consortium which provides maximum options for Indian students in post-high school education training opportunities that include:

1. *Instruction and training in arts-related occupations;*
2. *Broad occupational preparation programs;*
3. *Diploma and certificate Junior College programs;*
4. *College transfer programs.*

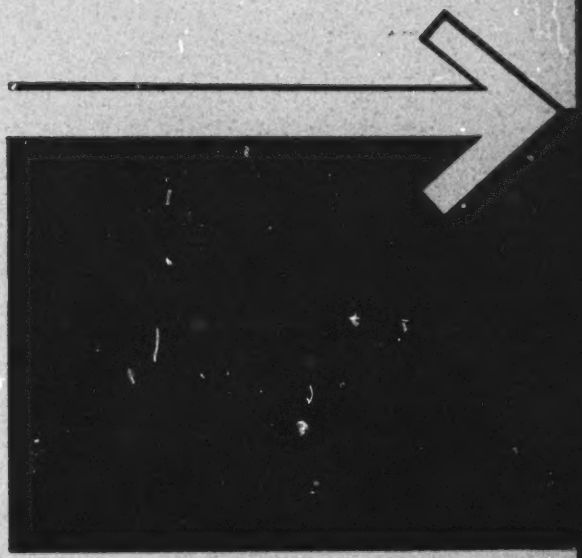
The concept of a consortium implies the following:

1. *A total system, comprising autonomous facilities, and educational programs, that provides individual areas of specialized instruction;*
2. *A system which integrates member schools into a national instructional program.*
3. *A system that can provide mutual support to the member schools through sharing educational materials, curriculum concepts, teaching techniques, and exchange of students and staff in a manner which strengthens and enriches the entire consortium. Program continuity and liaison is provided which can involve multi-campus instruction for a student;*
4. *A system which will be a viable option to locally available training programs such as university or college studies, vocational instruction and others. The environment of a campus or college atmosphere could be very important to students enrolled in vocational training programs.*
5. *A system that joins other federal, state, and private agencies in expanding superior educational opportunities for young American Indians.*
6. *A system that utilizes one application form for admission to any of the consortium schools. Application forms may be obtained at Agency or Area Offices, or from the schools.*
7. *A system that serves as a resource for Public Law 959 courses approved by the Division of Employment Assistance. Married and older students may enroll in such courses.*
8. *A system that provides Higher Education Grant Assistance to eligible students for off-campus housing needs.*
9. *A system that provides training for veterans for which they may also draw veterans' benefits.*

The consortium provides a flexible and diverse program intended to meet the cultural needs and skills development for American Indians in earning a livelihood through cultural arts, specialized technical and general education. Application forms may be obtained from BIA agency offices. After completion of the form, the agency submits it directly to the applicant's choice of schools.

Louis R. Bruce

Commissioner



HASKELL INDIAN JUNIOR COLLEGE
Lawrence, Kansas
66044

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Introduction to Haskell

Haskell Indian Junior College offers a comprehensive community college program. It attempts to serve the Indian community by offering a diverse program that fulfills the need of people with wide and varying interests, abilities and goals. Haskell attempts to provide students with many options and a choice of programs ranging from the Indian culture to the contemporary. Students may pursue training in vocational, technical liberal arts and fine arts programs. Students may enrich their education through a large variety of elective courses, a complete inter-collegiate athletic program and many extra-curricular activities in government, clubs, social organizations and recreational activities. Students may strengthen their academic skills through remedial and non-credit courses. Flexibility of programs allows students a chance to explore educational and occupational areas without pressure to complete a program in a prescribed time. Every effort will be made to design and develop a program that accommodates the life-style and background of students who attend Haskell. At the completion of a prescribed course of study, students may receive either a diploma in vocational skills or an Associate of Arts Degree in vocational/technical or an Associate of Arts Degree in Liberal Arts. The school program is an accredited program.

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Fact Sheet

1. Accredited by State of Kansas, State Health Boards.
2. Member National Association of Junior Colleges.
3. Member National Junior College Athletic Association.
4. Operates under a 15-member national Indian board.
5. Present enrollment goal – 1250.
6. Enrollment goal 1971-1972 – 1440.
7. Staff 60% Indian.
8. All teachers meet State and North Central certificate standards.
9. 106 tribes represented in the student body.
10. 35 states represented in the student body.
11. Cooperative agreements with: Kansas University, Lawrence Public Schools, Municipal Hospital, Baker University.
12. 14-member Student Council responsible for: budgeting and managing student funds; developing rules, regulations and codes of conduct for students; providing school-wide activities; representing school and tribe in public relations work; assisting in program development.
13. Average 300 graduates per year.
14. Actively engaged in seeking funds beyond the base Bureau of Indian Affairs appropriations.
15. Haskell has an active and loyal Alumni.
16. 150 to 200 employers visit Haskell yearly.

Philosophy Statement

Haskell Indian Junior College exists for Indian students who want to realize their fullest learning potential for their own benefit, the benefit of their communities and families.

GOALS AND OBJECTIVES OF THE HASKELL PROGRAM

1. Provide quality programs in the areas of vocational, technical, business and general education.
2. Provide counseling and assistance for students in the process of decision making concerning educational choice, social growth and personal needs.
3. Provide a flexible program that allows for exploration and experience in the course offerings with provision for changing personal and educational goals.
4. Provide a diverse program that will meet the educational needs of young Indian people and provide them with the means of reaching their educational, occupational and citizenship goals.
5. Provide in the vocational and technical areas the latitude that will allow, through an elective program, for students to acquire enough basic knowledge to enable them to advance into the managerial levels of the world of work.
6. Provide a college atmosphere, college facilities, college campus and college activities that will lead to development of a personality and philosophy that is wholesome and constructive in nature.
7. As an institution not only to serve the Indian community but to become a vital part of the local community offering service and becoming involved whenever possible.

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8. Produce an educational product that is characterized by quality and in demand by employers, other educational institutions and society in general.

9. Provide the students an opportunity to develop knowledge and skills concerning their own culture in the areas of fine arts, anthropology and history.

10. Provide remedial programs for students in the areas of reading, English and mathematics.

HASKELL INDIAN
PROGRAM O
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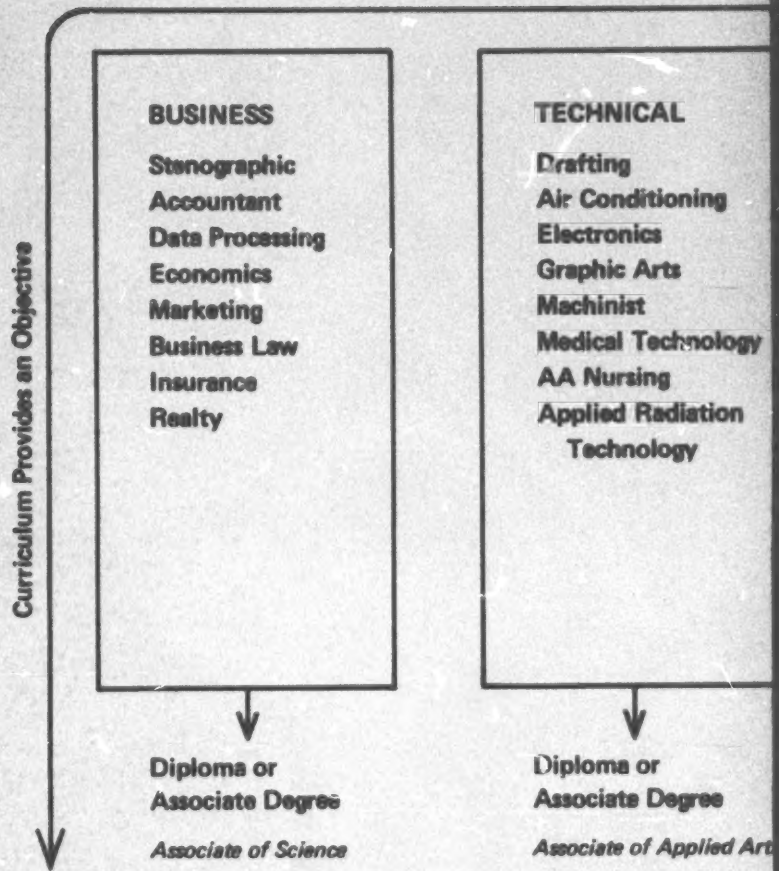
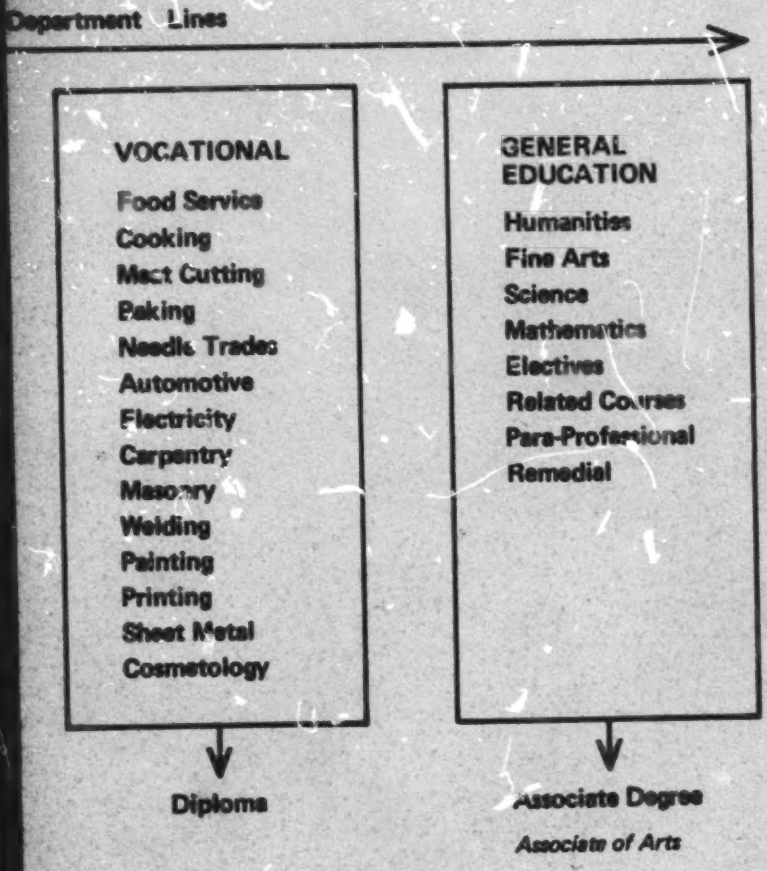
Curriculum Cross



JUNIOR COLLEGE CURRICULUM CHART



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Explanation of Flow Chart

1. Haskell is a comprehensive Junior College and, as such, enrolls students who have completed high school, have a GED, have dropped out of college or have a special need and haven't completed a high school program.

2. The student is given course offerings in four tracks — Business, Technical, Vocational and General Education.

3. The student has a track completion objective but, through related and elective programs, can take courses in other track areas.

4. The program is designed to enable the student to enrich his program through electives, remedial services, cultural activities, athletics, and the general college extra-curricular activities.

5. The cross track approach allows the student to have many options, such as pursuing an AA degree or a diploma program.

6. The flexibility of the program permits students to become involved in instructional areas outside their vocational or trade objective that permits students to have the background to advance to management level positions rather than locking them into being a journeyman.

7. The program provides the student a chance for exploration if he is unsure of his ability, if he doesn't know about what is available to him, or if he is unsure of his educational objective.

8. The program provides students with the option of pursuing a contemporary education, an Indian culture oriented education, or a combination of both.

Approved Courses for Employment Assistance Grants

PUBLIC LAW 959

The Division of Employment Assistance has approved the following P.L. 959 courses to date at Haskell.

1. Licensed Practical Nurse.
2. Medical Laboratory Assistant.
3. Applied Radiation Technology.

Information about these courses may be obtained from Education Programs or Employment Assistance Officials at BIA agency and area offices or Haskell.

Higher Education Grants

Effective January 1, 1971, the Bureau will accept applications from students enrolled in the college program at Haskell Indian Junior College who meet the requirements for grant assistance in accordance with 62 IAM 5, Financial Aid for Higher Education, and Higher Education Guidlines.

Single students over the age of 23 and married students needing off-campus housing will be considered eligible for grant aid. Assistance shall not include school related expenses, such as, tuition, books, fees, etc., normally provided by the college for all students in attendance. The amount of individual assistance needed shall be determined by the financial aids officer of the college through careful evaluation of all resources and costs of attendance. Funding shall include subsistence for immediate family members and other related costs.

Information about Higher Education Grants is available at BIA agency and area offices.

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INSTITUTE OF AMERICAN INDIAN ARTS
Cerrillos Road
Santa Fe, New Mexico
87501

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Philosophy and Purpose

The Institute of American Indian Arts is a national school founded in 1962 for the express purpose of creating an environment to stimulate the emergence and development of young Indian artists.

The educational program at the Institute is based upon the following concepts:

1. That a culture is defined by its arts as well as by its sciences and that the evolution of a healthy, viable lifestyle for the American Indian must include opportunities for the continuation of artistic traditions which, except for their unnatural interruption, have always been an integral characteristic of the Indian way of life.
2. That all programs and activities must be based upon recognition of, and respect for, American Indian cultural values.
3. That pride in heritage must be firmly established and used as a powerful tool for motivating today's Indian youth to reach once again the high levels of attainment which were enjoyed by his forebears.
4. That the Indian youth must engage in a total program of education — arts, academic, and personal development — in order to discover himself fully and relate intelligently to the world about him.

At the Institute, a very wide range of art fields are used as vehicles for learning experiences of all kinds. At the same time, great stress is laid on the importance of acquiring academic skills and concepts which will provide access to advanced education and training beyond the high school level, as well as establishing a bridge toward success in relating to the technological, contemporary society in which we live.

It is our hope that the interrelationship of cultural perception

in the arts and competence in academic skills will be the breeding ground for a proud race of American Indians who will take their proper places as important contributors to the Society of Man.

Objectives

1. To prepare students to gain professional status in the arts or crafts fields;
2. To prepare students to become gainfully employed in arts related occupations;
3. To prepare students to enter college or continue advanced studies in specialized schools.

Program

Indian students of ¼ degree Indian blood, having successfully completed the ninth grade elsewhere, may enter into an accredited high school program, including standard high school academic courses, at their appropriate grade levels. They will have unusual opportunities to explore their interest in a wide offering of the arts, including the fine arts, crafts, the performing arts and creative writing. *High school* graduates or holders of GED certificates may enter a postgraduate level program in general arts development, or they may elect to go into specific professional arts programs carrying them to the point of employment or readiness for further formal higher education pursuits. Major programs offered in September 1971 are:

TEACHER TRAINING

A two-year course planned to equip the young Indian artist for para-professional levels as an art instructor or to go on

for a baccalaureate degree in art education elsewhere. The course consists of studio art work, academic support studies, wide exposure to Indian culture and practice teaching.

MUSEUM TRAINING

Students will take courses in museum techniques along with prescribed arts and academic support courses which will qualify them for work in museum programs with Indian collections as restorers, curators, exhibition specialists, preparators, publications specialists, etc. Students wishing to qualify as museum directors will be encouraged to work for a degree by taking additional work with an affiliated college or university.

GRAPHIC ARTS

Training in commercial arts, with support courses, related to the preparation of magazines, textbooks, brochures, pamphlets, including type selection, layout and design, illustration, mechanics of color separation, etc. Students will take some printing and business training in conjunction with one of the other consortium schools.

CERAMICS, SCULPTURE, JEWELRY

Students in these three courses will also take support courses in other departments, but will specialize in a specific area toward becoming superb designers and craftsmen. A special emphasis will be placed upon production practices, sales and general business so that graduates may be well equipped to run their own crafts establishments.

GENERAL ARTS

Basic and professional level courses are offered at the high school and college levels in Drawing and Design, Ceramics,

Ceramic Sculpture, Painting, Sculpture, Printmaking, Traditional Techniques, Jewelry, Creative Writing, Drama, Modern Dance, Traditional Indian Dance, Indian Chorus, Instrumental Music, Music Theory, and Arts in Business. Successful completion of these courses equips students for immediate professional placement or for further study in affiliated degree granting art schools or universities, but these courses are not qualified for Employment Assistance grants.

Special Financial Assistance for Off-Campus Living

Student applicants over 23 years of age or who are married should apply to the BIA Employment Assistance Division for funds to enable them to live off-campus for enrollment in above courses. Other students may be enrolled in the regular dormitory program, in which board, room, and school supplies are furnished.

OTHER PROFESSIONAL OFFERINGS, NEW COURSES, ACCREDITATION, COURSE DETAILS, ETC.

Cinematography students are not presently eligible for Employment Assistance grants. Professional Theatre, Professional Writing, Fashion Design, are in the planning stages. Write to or call Registrar for listing of arts and academic courses, announcements of new offerings and college accreditation opportunities.

REGISTRAR
INSTITUTE OF AMERICAN INDIAN ARTS
CERRILLOS ROAD
SANTA FE, NEW MEXICO 87501
TELEPHONE: 505-982-3801, Ext. 297

INSTITUTE OF AMER
PROGRAM
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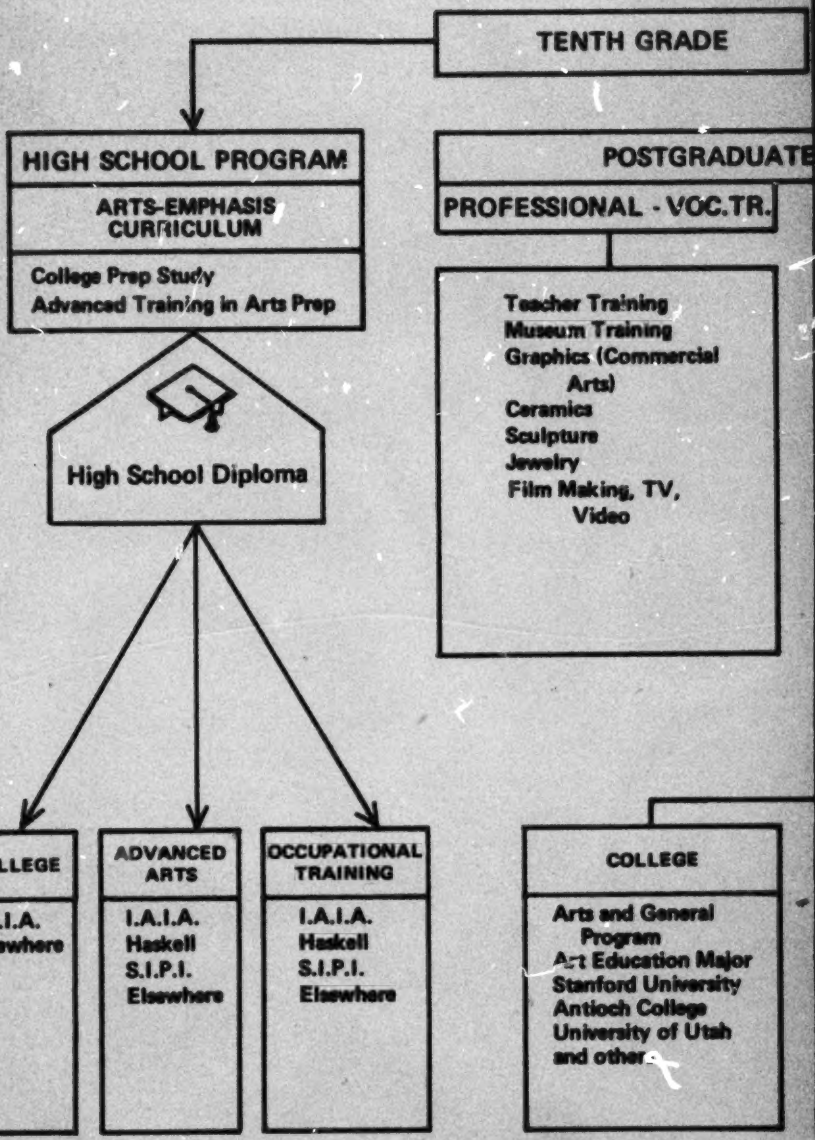

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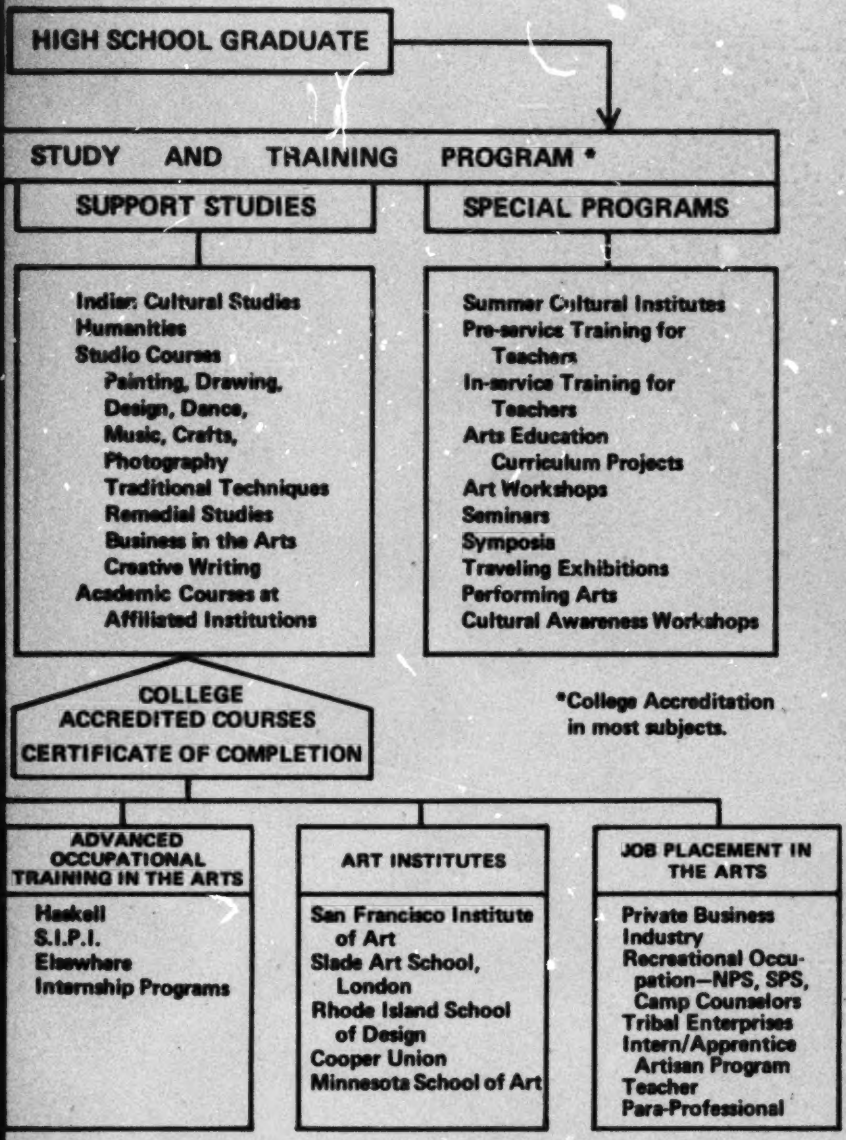

Explanation of Flow Chart

STUDENT ENTRY: The Institute of American Indian Arts accepts students at two levels: (1) high school level which begins at grade 10 but can accept students up to the 12th grade; (2) postgraduate level which accepts students who have graduated from high school and are not older than 23 years of age. Students above age 22 must live off campus.

HIGH SCHOOL PROGRAM: Students in the 10th-11th-12th grades will concentrate upon required academic courses required for graduation from high school as prescribed by the State of New Mexico Department of Education and the policies of the Institute of American Indian Arts.

New students entering any of the classes must gain experiences in basic arts courses prescribed by the Director of Arts prior to the privilege of self-selected studio courses.

Work at the high school level is planned to give the student those academic and arts skills which will qualify him for specialized advanced training in the Arts at a professional or vocational level at the Institute of American Indian Arts, a college or university, or for an advanced internship in an affiliated institution.

RESULT OF HIGH SCHOOL PROGRAM: Completion of all requirements, established by the State of New Mexico Department of Education and the policies of the Institute of American Indian Arts, results in a high school diploma. This diploma is recognized by university and vocational training programs as evidence of successful completion of educational requirements at the high school level.

POSTGRADUATE INSTRUCTION AND COLLEGE LEVEL TRAINING PROGRAM: At this level the student may enter programs of art instruction with supportive academic training designed to:

1. Introduce the high school graduate or GED certificate holder who has not had previous formal training in the arts to professional approaches, or furthers, at a professional level, the work of those who have had previous experience in the arts at I.A.I.A. or elsewhere.
2. Provide instruction and training for job placement in an arts related occupation immediately upon graduation from the I.A.I.A. postgraduate program.
3. Provide instruction which will be a base for continuing education in institutions of higher education (university, college, vocational training opportunities).
4. Provide cooperative programs with affiliated universities throughout the nation in study and training opportunities.
5. Provide entrance into multi-campus programs involving the Institute, Haskell Indian Junior College and Southwestern Indian Polytechnic Institute which enables a student to receive instruction or training in a broadly based offering, e.g., Layout and Design at I.A.I.A., Printing at Polytechnic Institute, Art Cooperatives at I.A.I.A., Business Management at Haskell.
6. Provide training for the artist-craftsman to enter private business on his own or as a partner immediately upon graduation, or go into special apprenticeship programs in art related industries, or advanced study internship.

RESULT OF POSTGRADUATE PROGRAM: Successful completion of the postgraduate program will enable the student to acquire a certain number of transferable college credits which may be used for advanced placement in other institutions of higher learning or which can be used as certification of completed studies for consideration by job placement authorities. For non-college accredited courses a certificate of completion will be issued by the Institute of American Indian Arts.

Students desiring college courses not offered at the Institute of American Indian Arts may choose to take some academic courses on the campus of the College of Santa Fe, one-half mile distance away, at a cost of approximately $34 per credit hour. Students must arrange their own financing for courses taken at the College of Santa Fe.

Programs After Completion of Postgraduate Study or Training at IAIA

A student has the option of continuing his education or accepting job placement after his postgraduate program at the Institute of American Indian Arts in the following ways:

1. Continued education at the university or advanced arts institute level.
2. Continued education and training in occupational training programs such as at Haskell, Southwestern Indian Polytechnic Institute (here specific and specialized selection of program designs should be considered; for example, advanced business courses or continuation of skills development in the printing field can supplement the specialized work received at I.A.I.A.).
3. Immediate placement in arts related jobs, apprenticeship or internship opportunities, in private concerns, industry, etc.
4. Establishment of private business.
5. Placement in recreational related occupation such as National Park Service, State Park system, tribal enterprise program which require arts and culturally oriented trained persons, such as naturalists, historians, etc.
6. Placement in museum or culture center programs, national, state, tribal or privately supported.
7. Placement in instructional programs: BIA schools, public schools, Youth Corps, camp counseling, PHS (Therapy), summer workshops, universities and colleges.

Fact Sheet-

1. High school diploma accredited by New Mexico State Department of Education.
2. Member "ES '70 ' (Educational System for the Seventies), a national school consortium of 20 most effective and innovative school systems in America.
3. Member National Council College of Fine Arts Deans. The National Council for Arts in Education.
4. Member of Northern Rio Grande Athletic Association — basketball, track, baseball.
5. Presently forming a national Indian school board.
6. Enrollment capacity 1971: 400. 350 on campus in-student dormitory accommodations, the balance in off-campus facilities (married, older students living under Veteran or Adult Vocational Training program assistance).
7. Staff, 62% Indian.
8. All instructors presently certified by New Mexico State Department of Education.
9. 75 tribes from 25 states represented in student body.
10. Professional affiliations: The national Indian Arts and Crafts Board, Washington, D.C.; Antioch College; University of Utah; University of New Mexico; College of Santa Fe; Rhode Island School of Design; Juillard School of Music and Dance, New York City; San Francisco Art Institute; University of Hawaii, and others.
11. Fourteen member student council, heavily charged with assistance of general administrative policies as they relate to student life.
12. Internationally recognized for significant techniques in minority education and cultural extension.
13. Student art works have been recognized for unusual quality in many national publications, national and international cultural centers.
14. The Institute increasingly serves the entire Indian community through special program offerings in in-service

training for teachers and various cultural presentations which strengthen appreciation on a broad front for Indian art and culture in general.

15. I.A.I.A. boasts a staff of unusually well qualified faculty members, versed in the highest professional aspects of the artist and his training for the art world.

16. The Institute operates in an unusual atmosphere of respect for Indian culture and sponsors major activities to strengthen the Indian students' pride in personal and cultural identity. Interstate powwows of Indian dance as well as "Indian Food Days" are highlights in the student year. A rich collection of Indian cultural material is maintained in our library.

Major Services to Indians

The Institute serves the Indian community in four major areas:

- Provides special schooling tailored to meet Indian student's special cultural needs at high school and professional levels;
- Focuses national and international attention on Indian cultural position through major exhibitions, performing arts, and publications;
- Develops in-service assists to educators of Indians in the use of arts and crafts expressions as a prime vehicle in cultural recognition and extension, summer programs, special workshops, traveling vans, etc.;
- Dynamically moves toward the establishment of a national cultural bank or repository of relevant background materials to Indian education, oral history collection, and Indian music collection from Doris Duke Foundation and others. A program has just begun for the collection and organization of cultural material in multi-media form to create viable links in learning for young Indians between their contemporary lives and their cultural past.

Facilities

The Institute offers its services on a compact 110 acre campus. Almost all buildings are in the pueblo style of architecture in an attractive setting of lawn and old trees. It offers the following structures to meet the special educational obligations it has assumed: New double court gymnasium allowing old gymnasium to become a recreational center. A "plastic-tex" regulation field track, the finest in the State. A baseball field with double stadia, tennis courts and archery lanes. A 2,000 seat spectacular outdoor theatre. A student gallery. Modern academic building. Pleasant dormitory spaces with from one to four occupancy, auxiliary student use rooms, counseling and recreational offices, home economics type facilities, and various specially equipped rooms and studios for special art activities. Eighteen separate well-equipped studios support a variety of art activities.

Locale

The Institute is located in Santa Fe, New Mexico, in the first rise of the Rocky Mountains at approximately 7,000 feet in altitude, in the midst of a scenic high desert plateau and a rich tri-cultural heritage – Indian, Spanish and Anglo. Winter sports are available, the summers are comparatively free of humidity and are judged by most to be moderately cool. Santa Fe is unusually rich in cultural institutions, museums, nationally important summer opera season, and cultural traditions, along with the presence of two colleges within the community and the state university within sixty miles.

SOUTHWESTERN
INDIAN
POLYTECHNIC
INSTITUTE
P. O. Box 10148
9169 Coors, N.W.
Albuquerque, New Mexico
87114

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Philosophy and Purpose

SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE

The Southwestern Indian Polytechnic Institute is a facility designed to provide post-high school age students an opportunity to prepare themselves for the world of work. The primary objective of this school is occupational preparation. The programs of occupational education will be involved with developing four (4) specific areas of capability within each student. These areas are: (1) Occupational skills, (2) Communications, (3) Job Information and Social Economics, and (4) Elements of Living within Our Society.

This kind of an educational program with occupational preparation as a primary objective, demands that the *entire* program be evaluated in terms of its relevancy to occupational preparation. Every program of occupational education is directed toward jobs that exist and the kinds of skills that are required on those jobs.

In addition to the programs of occupational preparation, a short term course is offered for those who have not completed high school. The General Educational Development (GED) Preparation Program will lead the individual to the GED High School Equivalency Certificate. This certificate will open many doors for its possessor that are closed because of the lack of a high school diploma.

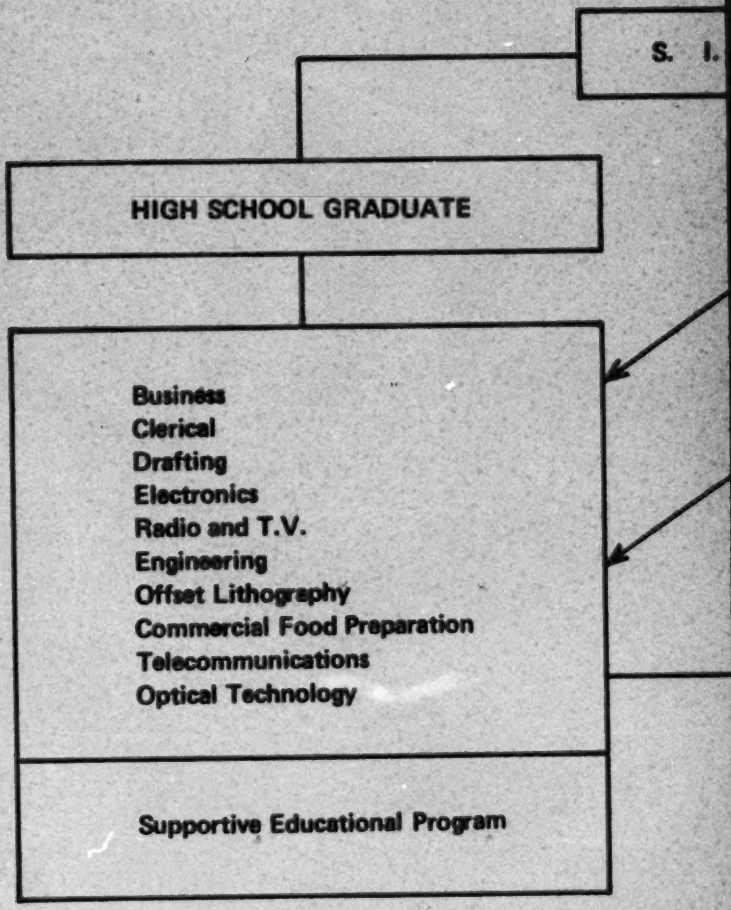
Another dimension of the school's program will be courses approved by the Division of Employment Assistance for public law 959 training. The courses are now in the process of

being approved and will be approved by the start of school in September 1971.

Southwestern Indian Polytechnic Institute will open in September, 1971.

SOUTHWESTERN INDIAN

FLOW



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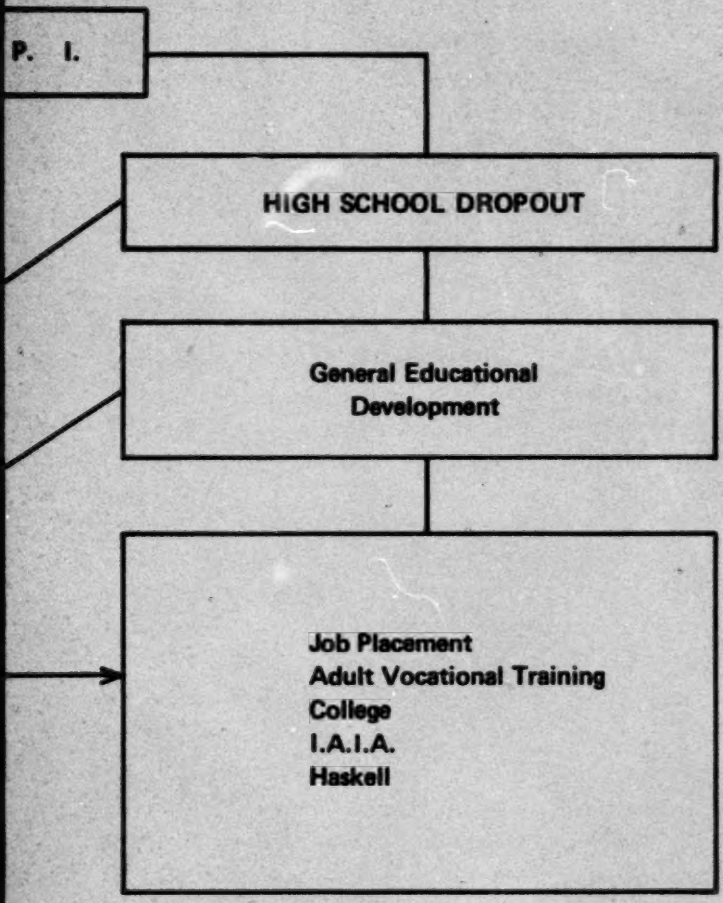


Explanation of Flow Chart

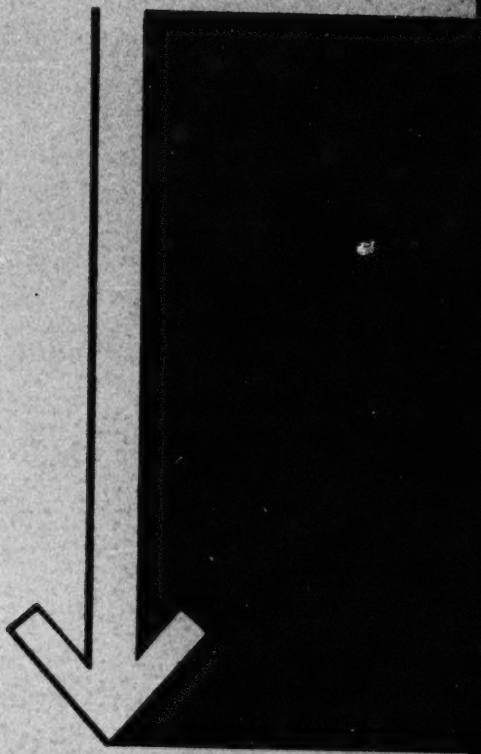
The foregoing chart indicates the offerings and the paths that a student may follow at our school. The high school graduate may enter anyone of the occupational training programs listed. In addition to the specific occupational training, each student will be involved in a supportive educational program that will provide skill development in communications and job adjustment as well as the broad experiences of "living a life". At the completion of an occupational training program the student will either go directly to a job, to the BIA Adult Vocational Training, to a college program or to one or the other of the post-high school programs offered by the BIA.

In addition to the program for the high school graduate we offer a program for that individual who has been a high school dropout and has found the need for further educational experiences. We will have as a special part of our educational program the necessary instructions to provide the individual with the education and training required to take a high school equivalency certificate examination. This high school equivalency certificate (GED) will make it possible for the individual to either enter one of the occupational training programs offered or to take the GED certificate and go directly to a job, to Adult Vocational Training, to a college or to one of the other post-high school training programs offered by the BIA.

Our programs at the Southwestern Indian Polytechnic Institute are very flexible; they will provide many opportunities for the individual to become employable. Employability is the primary objective of our school. The employability level

in each of the occupation curricula will be dependent upon the educational goals of the individual. We would like to think of our occupational training program as a stepladder with the individual setting a goal as to how far on that ladder he wished to climb. At each step of the ladder there will be occupational opportunities available to that student.

We would hope to be able to operate our school on a quarter basis with the school year consisting of four consecutive quarters. We would start new groups in our school in June, September, January and April.



CHILOCCO INDIAN SCHOOL
Chilocco, Oklahoma
74635

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History and Purpose

Chilocco Indian School is a non-reservation boarding school located in northern Oklahoma operated by the Bureau of Indian Affairs for Indian students whose opportunities for an education have been limited. It was established in 1884 and for many years has been one of the key schools in providing students with the training necessary for employment and successful living.

Chilocco provides a well-rounded program of activities which includes athletics, vocal music, movies, school parties, dramatics, picnics and house parties. Students are furnished board and room, books and school supplies.

Major buildings include: 3 modern student dormitories, a dining hall, buildings for academic training, agriculture, home economics and trade classes, a practical arts building, boys' and girls' gymnasiums, a Student Union, and the Chilocco Press, one of two Government print shops operated by the U. S. Department of the Interior.

Chilocco has an authorized enrollment of 650 students with projected plans to stabilize enrollment at 650 students. The school is located in Kay County in Northern Oklahoma which is 7 miles south of Arkansas City, Kansas, 10 miles north of Newkirk, Oklahoma, and 1 mile west of Highway 77.

The total number of acres donated by the Cherokee Tribe in 1884 for the school was 10,000. The figure is now reduced to 5,832 acres.

Chilocco has an Alumni organization which is dedicated and active on the campus. Its membership totals in the hundreds and is represented in communities nearby as well as in many foreign countries.

The Chilocco Advisory Board which was established during the school year 1969-70 is the first of its kind in the history of Chilocco.

Philosophy of Education

The Chilocco School program should facilitate the acquiring of knowledge, development of skills, and the building of attitudes on the part of the student which will be of vital use to him later in life. Every effort should be made to make teaching vital and realistic. Methods of procedure should be such that individual differences will be utilized and that all students may make a contribution. The school program should include continuous re-evaluation of experiences on the part of the learner. It should give attention to the non-bookish student as well as the intellectually gifted. No student should be neglected.

The various aspects of the curriculum should be freely interrelated rather than rigidly separated into isolated subject area. The courses of study should provide teachers with material to assist them in directing classroom activities. Such courses of study should not stifle nor hinder creative effort, but should stimulate and encourage teachers to put forth their best efforts toward development of student creativity or initiative.

It is believed a school such as Chilocco is essential for the education of Indian boys and girls toward good citizenship. It is also believed that this education should involve experiences in both thinking and acting. These areas of experiences should emphasize the meaning of democracy, civil liberties, dignity and worth of the individual, economic trends, voca-

tional information, social welfare, political institutions and processes, and other such subject fields.

Attention should be given to development of functional knowledge. The school program is organized into courses of work which follow a developmental, integrative pattern leading to participation in life on increasingly higher levels of achievement if possible.

The school curriculum should provide experiences leading to functional information through an understanding of the work of the world and the basic problems of group life, a developing consciousness of how people meet their basic needs by controlling or altering their environment, an awakening consciousness of the process of change in both the physical and social world, an appreciation for man's struggle to improve his methods of meeting fundamental needs by studying the forces that have operated and do not operate in that struggle.

Objectives

1. To teach the students, through their own participation in school activities, democratic government, community association, and to become constructive citizens of their communities, the State and the Nation.
2. To urge each student to have an appreciation of his Indian heritage and his contribution to the American way of life.
3. To aid students in analyzing the economic resources of their communities, and in planning more effective ways of utilizing these resources for the improvement of standards of living.
4. To teach each student the importance and the means of attaining and preserving good health, and to provide physical education and health services in the school to assure the good health of the students.

5. To develop understandings in each student which will lead to a satisfactory home and social life and enable creative use of leisure time.
6. To develop an educational program which fits the child and his needs.
7. To provide more meaningful oral English activities at all academic levels.
8. To help students realize their full potential as individuals and as members of a group.
9. To expand the range of learning experiences for students during their out-of-school hours and to improve their ability to relate to other people.
10. Organize special programs for academically deprived students, who, through no fault of their own, need special assistance to catch up with and continue the regular program. (Methods must be adapted to individual abilities, needs, and interests in language arts, science, and mathematics.)
11. To develop skills for independent study so that students can continue their education on their own when no teachers are around to make assignments.
12. To improve students' abilities to relate to other people, their ability to think and express themselves in English.
13. To cultivate in the largest possible number of our future citizens an appreciation of both the responsibilities and the benefits which come to them because they are Americans.
14. To stress the importance of acquiring as good an education as possible and usage of the skills learned.
15. To promote the acquisition of educational skills and to create an emotionally supportive learning climate which would inspire and motivate students.
16. To provide individual help and attention for all students and to encourage group leadership in the classroom.
17. To prepare a student for a trade or technical occupation through practical arts programs.

CHILOCCO

FLOW

ST

HIGH SCHOOL
9–12

GENERAL AND TECHNICAL EDUCATION

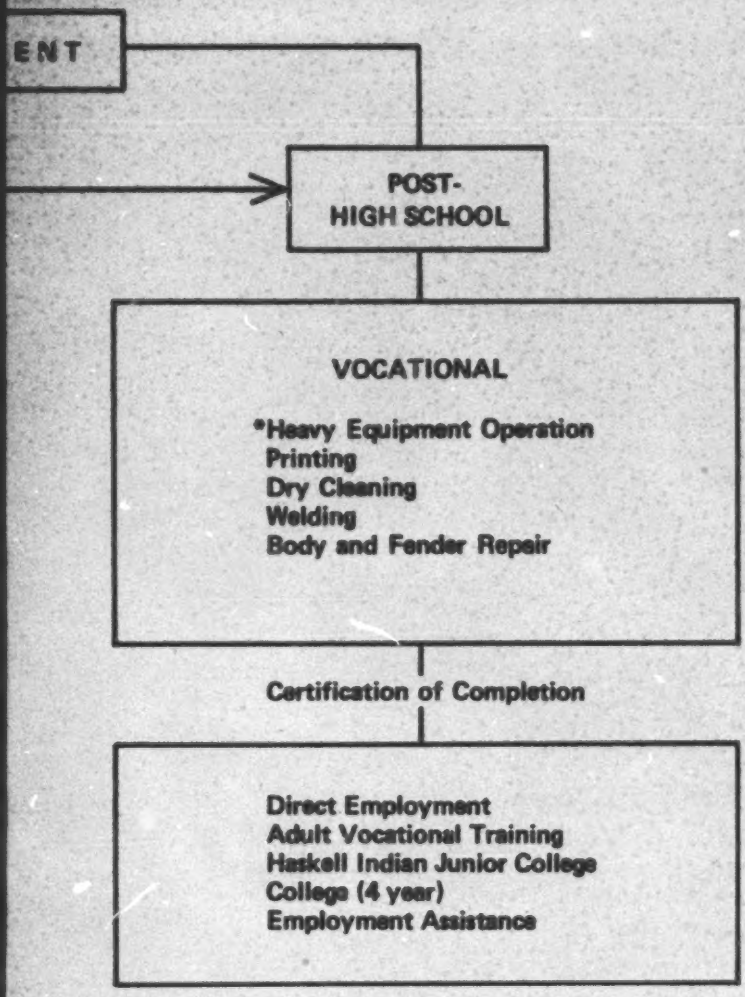
Humanities	Physical Education
Fine Arts	Athletics
Practical Arts	Agriculture
Science	Auto Mechanics
Mathematics	Body & Fender Repairs
Language Arts	Drafting
Business	Electricity
Electives	Home Economics

Diploma

College (4 year)
College (Haskell Indian Junior)
Vocational Training (Haskell, Chilocco, Albuquerque)
Professional Training (I.A.I.A.)
Business

NDIAN SCHOOL

HART



* Approved for Employment Assistance.
Write for information regarding other course approvals.

Explanation of Flow Chart

The Chilocco Indian School offers a wide variety of educational opportunities including social adjustment, personal development, vocational training, and academic study.

The high school program has two specific purposes: (1) To qualify the individual for a high school diploma; and (2) To provide basic knowledge and the basic skills in agriculture, home economics, trades and vocations.

The high school is fully accredited by the Oklahoma State Department of Education, and the North Central Association of Colleges and Secondary Schools.

The post-high school vocational training program is designed for high school graduates who need and want vocational training to enable them to become qualified for employment in a specific type of work. Post-high school training is chiefly vocational, but if an individual lacks basic knowledge in English, Mathematics and/or Science, these courses may be studied at a level which will be of benefit to the individual.

A post-high school diploma is awarded students who have fulfilled the requirements for graduation in a trade or vocation.

Generally one year of full-time post-high school work meets the requirement if previous work in the trade was done at the high school level. A student who has had no previous vocational training may find it necessary to take two years of post-high school work to meet the standards of proficiency in a skilled trade.

Program

The Chilocco program, it is believed, should provide skills in setting up specific purposes defining the problems of man, planning, seeking, and using helpful materials from various sources, evaluating and reaching conclusions in terms of purpose, making generalizations, developing language, reading and study skills, power to use basic knowledgeable facts, utilization of resource materials, maps, and charts, creative expression through such mediums as writing, exhibits, pageants, art, music, and other types of individual and group activities.

The school program should provide experiences leading to growth in attitudes, ideals, standards, and appreciations as well as making life increasingly rich and wholesome both for students and for the problems of other people, races, and nationalities, a sense of the interdependence of peoples everywhere, courage to express an honest opinion and a sincere respect for the opinions of others, the habit of openmindedness, cooperation in meeting group needs, and willingness to accept the principle of the majority rule as a necessary procedure in a democratic society, a growing respect for the dignity of work, property rights of tohers, respect for law, and a critical judgment of existing conditions, an increasing willingness on the part of the individual to accept the consequences of his own decisions and acts, a growing appreciation of beauty in nature, art, and in human conduct, an increasing satisfaction in cooperative endeavor for group living, a growing intellectual curiosity in the field of science, history, and other areas of learning, and a keen awareness of the need for worthy use of leisure time.

APPENDIX

Employment Assistance Grants and Services

As of January 1, 1971, the Division of Employment Assistance, under Public Law 959, now extends services and subsistence grants to students taking courses *which have been approved by them* at the following schools: Haskell Junior College, Southwestern Indian Polytechnic Institute, Institute of American Indian Arts, and Chilocco Indian School. However, subsistence will not be paid for single students 23 years of age and under, who will be required to live on campus. Married students and single students over 23 years of age will be required to live off campus and will be eligible for subsistence payments under Public Law 959.

Supplemental agreement from the Commissioner of Indian Affairs of November 10, 1970, lists the division of responsibilities between the Division of Education and the Division of Employment Assistance as follows:

DIVISION OF EDUCATION RESPONSIBILITIES

1. Processes application forms.
2. Initiates request to Employment Assistance for course approval.
3. Distributes public relations materials under P. L. 959.
4. Furnishes tuition for all students and room and board for single students 23 years of age and under.
5. Furnishes basic tools needed during training period.
6. Distributes financial assistance provided by Employment Assistance to students.
7. Provides health coverage for students through Public Health facilities.

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8. Provides all counseling services to students during training.
9. Provides post-counseling services where placement is made by the school.
10. Provides placement of students locally, including Kansas City, Missouri.
11. Provides retraining as needed for employment.
12. Provides and supervises housing of off-campus students.

DIVISION OF EMPLOYMENT ASSISTANCE RESPONSIBILITIES

1. Upon authorization by appropriate superintendent of Form 5-412, furnishes needed financial assistance to students.
2. Grants approval of course offerings submitted by the school.
3. Distributes public relation information submitted by Education including announcements of course approvals.
4. Furnishes transportation, subsistence en route, and personal appearance funds if needed.
5. Provides tools needed for actual employment. These may be in addition to those furnished during training.
6. Provides funds for financial assistance where needed and in accordance with agreed-upon schedule. Funds are to be provided by the sending area and transferred to the appropriate school for distribution.
7. Furnishes pre-departure counseling at the agency level.
8. Provides post-counseling when placement of students is not made by the school.
9. Provides placement other than locally and Kansas City, Missouri.

10. Upon completion of training furnishes transportation, subsistence en route, and subsistence until first pay check is received. (Also provided by the sending area.)
11. Provides information concerning placement to the school for those students returning to the reservation.
12. Provides information on placement and utilization of training for those students placed through Employment Assistance.
13. Furnishes on a continuing basis information on available employment opportunities throughout the United States.

Procedural questions may be referred to Division of Education or Division of Employment Assistance staff members. Questions that cannot be resolved locally may be referred either to the Division of Education or the Division of Employment Assistance in the Central Office.

Veterans' Benefits

All of the veterans education laws, including the Act of 1966 as originally enacted, contained a bar against the duplication of benefits. This bar prohibited the payment of educational assistance allowance to any veteran for any period of enrollment in a course paid for wholly or in part, from Federal funds. As a consequence, Indians attending State or private schools could not receive grants from the Bureau concurrently with GI Bill benefits. However, on March 26, 1970, the bar against duplication of benefits was removed by Act of Congress. The receipt of Federal grants or assistance is no longer a bar to the payment of veterans' educational assistance.

The present GI Bill makes special provisions for the educa-

tionally disadvantaged. A veteran who has not received a secondary school diploma or an equivalency certificate at the time of his discharge may enroll in courses leading to a high school diploma or equivalency certificate and receive assistance allowances without charge to his entitlement. He may also enroll in refresher courses or deficiency courses to qualify for admission to an educational institution without charge to entitlement. The educational assistance allowances may be paid to veterans enrolled in courses at the elementary level. Another provision of the current law added on March 26 provides that a veteran enrolled in a post-secondary school who has a marked deficiency in a subject in his program may be provided tutorial assistance up to $50.00 per month for nine months.

Indian veterans may apply for assistance under these terms for *VA approved courses only* at Haskell Junior College, Southwestern Indian Polytechnic Institute, the Institute of American Indian Arts, and Chilocco Indian School.